

Washoe County School District

Lincoln Park Elementary School

School Performance Plan: A Roadmap to Success

Lincoln Park Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 17, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Heather Curtis	Principal(s) <i>(required)</i>
Caitlin Knobbe	Dean of Students <i>(required)</i>
Gloria Comfort, Bianca Crespo, Gianna Enriquez, Lindsey Franey, Gracie Hoke, Jeannie Sartoni, Kayla Clark, Felicia Harper, Isella Vizcarra, Debbie Wenthe, Erin Brown, Haley Pinkston, Annie Ricks, Ashley Bumgardner, Stacey Clark, Will Reeves, Kaitlynn Snyder, Jessica Strong	Grade Level Teacher
Amanda Brice, Michelle Burns, Deonna Chapman, Christy Clore, Megan Yepez	Special Education Teacher
Leta Medina, Lynn Price	Paraprofessional
Norma Martinez Moya	Parent
Click here to enter text.	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribal Orgs <i>(if present in community)</i>
Lisa DiNapoli; Kelsey Sabo	Learning Facilitator; ELD Site Facilitator
Kelsey Wall	Counselor

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/lincoln_park_elementary/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Lincoln Park student academic proficiency is close to pre-pandemic academic levels. PLC Meetings among grade levels are focused and drive instruction. 	<ul style="list-style-type: none"> Small group Tier I instruction needs to be completed with fidelity daily for students struggling with grade level concepts. Grade level interventions need to be completed with fidelity using student data for intervention as well as enrichment. Schoolwide MTSS committee needs to be established.
<p>Problem Statement: Overall, ELA proficiency has increased from 16% to 22% from 2021 to 2022 on the SBAC assessment. Overall Math proficiency has increased from 12% to 19% from 2021 to 2022 on the SBAC assessment. While Tier I instruction is increasing overall proficiency across grades 3rd through 5th, the lack of focus on small group Tier I instruction as well as ELA and Math interventions among all grade levels is continuing to cause a significant deficits in academic proficiency across all grade levels.</p>	
<p>Critical Root Causes of the Problem: Lincoln Park is working towards creating an authentic PLC process. Lincoln Park had an overall participation rate of 99% on the 2021-2022 SBAC assessment. Student attendance continues to have a major impact on student learning. Due to this, Lincoln Park seems to be always in a perpetual Tier II cycle as a primary means of instruction. Small group interventions were not held with fidelity during the 2021-2022 school year A schoolwide MTSS structure was not implemented during the 2021-2022 school year.</p>	

Student Success	
<p>School Goal: By June 2023, Lincoln Park will increase proficiency to 30% on the SBAC in the area of ELA. By June 2023, Lincoln Park will increase proficiency to 27% on the SBAC in the area of Math. *Smarter Balanced Assessment Consortium (SBAC)</p> <p>Formative Measures:</p>	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>



- Walkthrough data and observations
- Vertical PLCs
- Site leadership team
- MTSS

✓ STIP Goal 5

Improvement Strategy: All students at Lincoln Park will receive Tier I instruction within the general education classroom. Teachers are responsible for conducting small group Tier I interventions to meet the needs of all their students. Students will receive Tier II instruction based on formative and common assessments to within focused ELA and Math intervention blocks. This will increase each student's ability to access and gain proficiency in Tier I instruction. (MTSS)

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Create a master schedule that facilitates two 30-minute blocks for focused interventions.*
- *Hire a long-term substitute that will commit to remaining at Lincoln Park for the duration of the school year utilizing the ESSER grant.*
- *Identify specific students needing support and which students will be working with all teachers involved.*
- *Teachers identify the essential standards that each intervention group will be working on for 6-week periods of time.*
- *All intervention teachers track student data showing progress.*
- *At the end of the 6-week intervention cycle, students are assessed using a grade level assessment focusing on intervention standards to show growth.*
- *Ensure that a schoolwide MTSS committee is created and meeting to identify the students with the greatest need.*
- *Common planning to ensure the pacing and essential standards are consistent among grade levels using the scope and sequence within the adopted instructional materials.*
- *Review assessment data for purpose of reteaching, extension, and interventions.*
- *Use of the SBAC interim assessment prompts within instruction to increase exposure to vocabulary and the assessment structure.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

Lead: *Who is responsible for implementing this strategy?*

Principal
Dean of Students
Grade level Teachers
Special Education Teachers
Learning Facilitator
ELD Site Facilitator
ESSER Intervention
Title I Teacher Assistant
EL Teacher Assistant



- *Formative and Common Assessment data.*
- *Teacher commitment to focused Tier I instruction and small group instruction.*
- *Teacher created intervention groups*
- *ESSER Grant Funding*
- *Commitment from a long-term sub to stay the duration of the school year.*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Developing a master schedule that provides adequate time for Tier I instruction and interventions. Finding a workspace for the intervention teacher to accommodate up to 12 students. Create a positive Teacher working relationships. Ensure the ability to attend weekly PLC meetings with grade level teams. Covering classes when we are short a substitute within the building.
- *Potential Solution:* PLC meetings will be held prior to the school day to eliminate interruptions. Splitting classes when teachers are uncovered so all students continue to get authentic Tier I instruction.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Budget
- Title I Funding
- ESSER Grant

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Number of student at Lincoln Park needing EL support.
- *Support:* Continued use of ELlevation Strategies at Tier I instruction. Continued modeling and co-teaching at Tier I to ensure students are exposed to all grade level content.

Foster/Homeless:

- *Challenge:* Consistency for foster/homeless students both at home and school.



- *Support:* Use of PBIS/SEL for all students and relationship building. Trauma aware practices are used by all staff members.

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Identifying cultural norms, building stable relationships.
- *Support:* Use of PBIS/SEL for all students and relationship building. Fidelity to Tier I Instructional curriculum provided by WCSD.

Students with IEPs:

- *Challenge:* General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.
- *Support:* The students on an IEP will receive Tier II instruction as well as Specially Designed Instruction within the resource room. Receiving Tier II instruction based on formative and common assessments will increase each student's ability to access and gain proficiency in Tier I instruction.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • PLC Meetings among grade levels are focused and drive instruction. • Strategic and purposeful scheduling across grade levels. • Implementation of the Learning Facilitator among all grade levels. 	<ul style="list-style-type: none"> • Implementation of the ELD Site Facilitator model • Targeted small group instruction



Problem Statement: Overall ELA proficiency for students receiving EL services has remained constant at 13% from 2021 to 2022 on the SBAC assessment. Overall math proficiency for students receiving EL services has decreased from 15% to 13% from 2021 to 2022 on the SBAC assessment.

Critical Root Causes of the Problem:

- Engagement Strategies and Differentiation differ across grade levels.
- Lack of focus on EL Strategies within the classroom.
- EL focus across grade levels became stagnant.
- MTSS structure was not implemented.

Adult Learning Culture

School Goal: By June 2023, Students designated as receiving EL services will increase ELA proficiency to 20% and will increase Math Proficiency to 20% on the SBAC assessment. By June 2023, ELL students will increase proficiency on the WIDA ACCESS assessment to increase the number of students showing 0.5 overall growth from 29% to 35%.

Formative Measures:

- Walkthrough data and observations
- Vertical PLCs
- Site leadership team
- MTSS

Aligned to Nevada's STIP

Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5



Improvement Strategy: Lincoln Park will create and maintain authentic PLCs with the intention of building a collaborative culture focused on improving instruction to support student learning. Through this process, we expect to see student growth and achievement increase in all academic areas. The Learning Facilitator will focus on coaching and modeling opportunities with teachers to increase overall Tier I instruction and assist in the design of Tier II interventions. The English Language Development Site Facilitator will provide coaching and modeling of ELlevation strategies that focus on engagement and differentiation for all learners.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Grade level teams will meet for one hour block of time weekly.
- Common planning to ensure the pacing and essential standards are consistent among grade levels using the scope and sequence within the adopted instructional materials.
- Review assessment data for purpose of reteaching, extension, and interventions.
- Review upcoming common assessments, review results, and create reteach/extension activities.
- Focus on the PLC Four Guiding questions.
- The Learning Facilitator will work with grade level teams and individual teachers on the implementation and differentiation of strategies during Tier 1 instruction.
- The Learning Facilitator and ELD Site Facilitator will provide support through grade level team meetings, coaching, modeling strategies and/or co-teaching opportunities.
- The Learning Facilitator and ELD Site Facilitator will present strategies to the staff during professional development.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Structured time within weekly grade level PLC's, Wednesday early release and individual teacher meetings with the Learning Facilitator and the ELD site facilitator.
- Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework, GLAD or ELlevation training.
- Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

Lead: *Who is responsible for implementing this strategy?*

Principal
Dean of Students
Grade level Teachers
Special Education Teachers
Learning Facilitator
ELD Site Facilitator
ESSER Intervention
Title I Teacher Assistant
EL Teacher Assistant



- *Implementation Challenge:* Limited time during weekly grade level PLC's and Wednesday early release. Adding to the number of things that teachers already must complete.
- *Potential Solution:* Hold PLC meeting prior to the school day to ensure uninterrupted discussion to increase participation

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Budget
- Title I Funding
- ESSER Grant

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Number of students at Lincoln Park needing EL Support.
- *Support:* Continued use of the plan, do, study, act model at PLCs with a focus on student growth. Continued co-teaching at Tier 1 to ensure students are exposed to all grade level content.

Foster/Homeless:

- *Challenge:* Consistency for foster/homeless students both at home and school.
- *Support:* Use of PBIS/SEL for all students and relationship building. Once PLC a month will focus on the MTSS process and supporting teachers with goals and resources. Trauma aware practices are used by all staff members.

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* N/A



Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Identifying cultural norms, building stable relationships
- *Support:* Focused intergration of strategies from professional development with the ELD Site Facilitator.

Students with IEPs:

- *Challenge:* General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies.
- *Support:* The students on an IEP will receive Tier II instruction as well progress monitoring to determine progress towards the students specific goals and objectives.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Effective attendance monitoring across all grade levels. • Site based 20-day monitoring. 	<ul style="list-style-type: none"> • Parent involvement • Ability to get ahold of parent/guardians.
<p>Problem Statement: The Student Climate Survey overall student engagement indicated that 24% of our students do not feel engaged in school.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Overall Chronic Absenteeism for students Kindergarten through 5th grade was 13% for the 2021-2022 school year. Students identified in the subgroup CIT had an overall chronic absenteeism of 36%, the highest of all subgroups. Student engagement during the 2021-2022 school year was challenging for all students and student exclusions have had a major impact in student learning. 	
Connectedness	



School Goal: The Student Chronic Absenteeism rate will be reduced from 13% to 10% by June 2023.

Formative Measures:

- Attendance data
- Site leadership team
- MTSS

Aligned to Nevada’s STIP

Goal:

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

Improvement Strategy: The school will celebrate students with appropriate attendance through ROAR awards and student recognition. The school will institute site based 20-day monitors for students that are identified as chronically absent. The school will provide resources to parents to help support their students to decrease student attendance issues. (PBIS)

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- The dean of students and counselor will monitor student attendance by running weekly attendance reports.
- The dean of students and counselor will communicate with parents regarding student 20-day monitors.
- The attendance clerk will call daily for all students whose attendance is not verified for that day.
- Create a reinforcement system for students regarding attendance and progress.
- Home Visits

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Infinite Campus attendance reports
- Attendance letters and 20-day monitor paperwork
- Staff training to align procedures

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Parents not disclosing the actual reason for an absence. Incorrect phone numbers and addresses in Infinite Campus. Time to complete all tasks regarding attendance within the school day
- *Potential Solution:* Stipend appropriately for work completed outside of work hours.

Lead: *Who is responsible for implementing this strategy?*

- Principal
- Dean of Students
- Counselor
- Administrative Secretary
- Attendance Clerk
- Grade level Teachers



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Budget
- Title I funding
- ESSER Grant

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Number of students at Lincoln Park needing EL support
- *Support:* Continued use of ELlevation Strategies in Tier I instruction. Continued co-teaching with ELD at Tier 1 to ensure students are exposed to all grade level content and that their language needs are met.

Foster/Homeless:

- *Challenge:* Consistency for foster/homeless students both at home and school.
- *Support:* Child in Transition services and support. Use of PBIS/SEL for all students and relationship building. Trauma aware practices are used by all staff members.

Free and Reduced Lunch:

- *Challenge:* Provision II Status: Schoolwide free breakfast and lunch. Breakfast in the classroom.
- *Support:* Focused food bank support within the school.

Migrant:



- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Continued focus on Subgroup population in regard to district and state proficiency outcomes.
- *Support:* Professional development opportunities collaborating with the WCSD equity and diversity department.

Students with IEPs:

- *Challenge:* General Education and Special Education teachers focus on solid Tier I, Tier II and specially designed instruction to support rigorous instructional strategies that aligns to grade level content and standards.
- *Support:* Provide teachers with additional support to ensure the student have resources to support learning outside of the school day.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Open House	8/23/2022	Having open house the second week of school was successful. Teachers would like to have a school kickoff BBQ before school begins to get the families information and students their supplies before the school year begins. This would be difficult due to communication not being established for all students through ConnectEd and Class Dojo.
Morning Cup of Coffee, Afternoon Cup of Tea	8/25/2022	Annual Title I meeting & School Performance Plan. Data Review. Parents are seeking what ways they can support their students at home. They want to know what we are doing as a school to support their students and ways their students can increase proficiency. Parents want to know how they can get tutoring help for their students.



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